

National Association for

NAPDS 10

Professional Development Schools

PDS Partners

Ten Years In: The Story of the National Association for Professional Development Schools (NAPDS)

*Bruce Field (Georgia Southern University),
First President, NAPDS*

*Elliott Lessen (Northeastern Illinois University),
Second President, NAPDS*

Human beings are drawn to one another for a variety of reasons, one of which is a professional or vocational connection. As such, professionals tend to have a passion for or interest in some aspect of what they do day in and day out that can fuel a relationship or bond. Those interested in a similar topic or dimension of the work they do typically enjoy sharing their experiences, hearing experiences of others, and using some amalgam of such conversations or readings to enhance what they do, improve their practice, and make it more meaningful

for themselves and those with whom they work.

Once Y2K proved not to blow up all computer systems in the universe, the University of South Carolina's College of Education sponsored a conference on a topic that had become a buzz word for some, germane to the work of some, a bandwagon for some, and a meaningful concept for many. Building on what had been initiated by the Holmes Group (subsequently the Holmes Partnership) in the mid-1980s, the conference held in March 2000 in Columbia, South Carolina, was simply called the PDS National Conference. Its goal was to provide a venue for those involved in Professional Development School work to

meet, share, network, spark ideas, consider ways to promote and enhance their work, and to be around and supported by others with a like interest. The event attracted approximately six hundred educators and was such a success that the university made the decision to continue sponsoring similar conferences on an annual basis.

In 2002 the conference moved from South Carolina to Orlando, Florida, and by 2005 had begun to attract close to eight hundred PDS educators from nearly every state in the nation. Individuals who attended the conferences repeatedly expressed appreciation for the hands-on and practical nature of the conference presentations and pointed out time and again two aspects which

A MESSAGE FROM OUR PRESIDENTS



On behalf of NAPDS and your Leadership Team, we would like to thank The University of South Carolina and particularly Bruce Field, Bryan Burgin and Jason Kinsey for their many years of working together with NAPDS thus allowing this fledgling organization to grow and develop into a much larger

maturing organization of approximately 1000 active members. We have appreciated their leadership and guidance while we matured. With ten years under our belt, we are ready to fly off and provide our constituents a conference deserving of our NAPDS partnerships. With that said, a solo journey without a collaborator may seem scary. It is time for us to look internally to have conferences that will meet your needs. While we have some decisions to make as an organization and a Leadership Team, we are very confident of our members in our organization and what they have to offer to make our conference our own. We also trust that we will be able to create other aspects within our maturing organization to help meet your PDS needs and to challenge your growth.

As we celebrate our 10 year milestone, the leadership team would like to ask each of our members to become agents of change and to use the following #changeagents when sharing with others. Our celebration is a time for us to look to the past and realize how far we have come, but it is the opportunity to look to the future to plan for what is to come. The clinical experiences we give our pre-service teachers have no rival. Our PDS trained student teachers are prepared to enter their own classroom and take charge. With the support of the NAPDS, the university partnerships, and our K-12 schools, our student teachers will continue to be #change agents.

Cindy Stunkard
Past President, NAPDS #changeagents



As we move into a new era in our organization, we want to encourage members to become more involved. Help us to better understand how we can work together to strengthen the concept of PDS. Through our new website, we hope to provide new means for connecting with one another.

We encourage you to take part in our membership surveys and let us know your ideas for change. We will also have the opportunity for the first time as an association to host our own conference next year so we look forward to your feedback and how we can best serve you. By providing fresh, new ideas we will better understand and learn from one another.

Marcy Keifer Kennedy
President, NAPDS
#spreadourwings



Although change will take some time, we believe that with everyone's support and encouragement will be able to provide powerful changes to NAPDS over the next several years so that we can stretch our wings and fly off in a new direction. It is exciting to be able to "shape" our organization

and our conference together to meet the needs of our various constituencies. We need to hear your voices, learn about your needs and create new possibilities for spreading our wings! This is your organization, become a part of it! I am looking forward to serving you over the next three years in my position. I will need your help to help us take flight!

Donnan Stoicovy
President-Elect, NAPDS
#takingflight

Ten Years In: The Story of the National Association for Professional Development Schools (NAPDS)

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they believed were unique to the event: (1) a near-equal balance of university and preK-12 educators and (2) an exclusive focus on issues relevant to Professional Development Schools. Nowhere else, participants noted, had they found the opportunity to share ideas with such a wide breadth of P-20 educators and been able to focus solely on PDS concerns unencumbered by other admittedly important, yet non-PDS specific, educational issues.

At the 2002 conference in Orlando, the then Dean of the USC College of Education posed a question that intrigued some but sent other minds spiraling: Given the work of PDSs, what else could be done, other than a yearly conference, to bind these professionals together and hopefully become a force that would promote PDS work above and beyond the more traditional placement of student teachers in schools where colleges and universities had developed connections? A year later, many of the same people gathered again to contemplate this question and to address the feasibility of creating a professional association which would encourage year-round PDS dialogue. A small cadre, many of whom did not know each other, volunteered to dedicate the next two years of their professional lives to make such an association a reality. This Founding Organizational Committee, eventually consisting of eighteen educators from eleven states, revised a mission statement drafted at their initial meeting and designed both a constitutional structure and a list of goals for the association. As they did so, they kept in mind that the primary aim was to create a professional association that would, in the words of one of the group members, enhance the capacity of PDS educators to do their work. With that overall goal in mind, the group agreed to: (1) establish a leadership structure which would represent a balance across the educational continuum; (2) develop a website to allow members access to resources and a venue for on-going dialogue; (3) circulate a newsletter to disseminate best practices, pertinent news, and PDS-related announcements; (4) produce a periodic journal to circulate evaluative research, successful programmatic models, and naturalistic inquiry in the PDS community; and (5) join with the University of South Carolina in co-sponsoring the annual PDS National Conference and, in doing so, continue the commitment to balanced participation and focused presentations.

The National Association for Professional Development Schools was officially launched on the afternoon of Friday, March 18, at the 2005 PDS National Conference in Orlando. By the time of that event, the association

planners had obtained start-up funds from individual and institutional founders and benefactors, appointed an Interim Executive Council, drafted association by-laws, and begun work on the inaugural newsletter and the creation of an association website. The Council had decided that the initial membership of the association would be comprised of those individuals who attended the 2005 conference, and so it was those 902 educators who that afternoon approved the by-laws, removed the "interim" label from the Executive Council, and authorized an election process for new officers to be installed at the 2006 National Conference. An association which had been two years in the making was now, in fact, a reality.

In celebrating its tenth year of existence, the NAPDS is proud of the contributions it has made to the growth of school-university partnerships in the United States and, increasingly, around the world. Chief among those contributions was the 2008 publication of *What It Means to be a Professional Development School*, the association's first position paper which identified the Nine Essentials of PDS work. Crafted at a two-day Summit on Professional Development Schools by representatives from seven colleges/universities, eight P-12 schools/districts, and five national educational organizations, the paper identified those traits that allow PDSs to differentiate themselves from other types of strong school-university relationships. The first five Essentials provide the philosophic underpinnings of PDS/partnership work, including the thoughtful crafting of mission statements, commitments to professional development for all stakeholders and to innovative and reflective practices, and the obligation to disseminate the results of collaborative efforts that speak to the impact on P-12 student learning. The final four Essentials are more logistical in their intent and focus on such day-to-day practicalities as governance, roles, responsibilities, rewards, and recognition. Written in tangible, rather than abstract, language, the Nine Essentials collectively represent practical goals toward which PDS work should be directed and were offered with complete appreciation of the fact that the variables associated with any one PDS are going to differ from those in other PDSs. It is this "one size does not fit all" utilitarian approach that has been most appreciated by PDS practitioners who in the last six years have found the Nine Essentials to be an invaluable tool in guiding their work.

In keeping with the Nine Essentials' goal of recognizing and rewarding meaningful work, the NAPDS in 2009 launched the NAPDS Award for Exemplary Professional Development School Achievement.

Designed to honor PDSs for creating and sustaining genuine collaborative P-20 partnerships that shape educator leadership and practice, the award has been presented to 25 PDS partnerships in 14 states. In 2014, the association announced its newest contribution to acknowledging PDS work, the NAPDS Doctoral Dissertation Award, which recognizes outstanding recent doctoral candidates in an education (or closely related) field whose research contributes significantly to an understanding of some aspect of Professional Development Schools. This newest award, which supports the association's ongoing efforts to promote PDS understanding within the next generation of teachers and teacher educators, will be presented for the first time at the 2015 PDS National Conference in Atlanta.

As we gather in Atlanta to celebrate our first ten years in, we are proud of how far we have come in such a short period of time. The NAPDS journal, *School-University Partnerships*, was the first-ever blind-refereed journal dedicated exclusively to the work of PDSs and remains the only venue for scholarly work focused wholly on that field. The association magazine, *PDS Partners*, offers views of how PDS work occurs across various sites by providing members opportunities to share their successes, as well as their challenges. The NAPDS website, napds.org, is currently being redesigned, with the assistance of technology professionals, to more fully meet the needs of the association membership. And the NAPDS continues to work hand-in-hand with the University of South Carolina's College of Education in co-sponsoring the annual PDS National Conference, and the two are proud of the fact that their collaborative efforts have made it possible for over five thousand educators from all fifty states and eight foreign countries to benefit from a vision first proposed in 2002: to find a way to bind together professionals dedicated to promoting PDS work.

Although still a relative infant in the world of professional organizations, the NAPDS has already gained stature in the world of education as the only association devoted solely to Professional Development Schools and other types of school-university collaborations. The accomplishments in these first ten years have been impressive and are all the more so because they were achieved through an all-volunteer leadership team made up of P-12 and college/university educators who advance the work of the association in what amounts to their, dare we say it, free time. But it is free time well spent, and we invite you to join us as we embark on the next ten years.

President Bruce Field – 1st President of the NAPDS



Professional fulfillment comes, in part, from identifying a goal and devoting one's energy to seeing that goal through to fruition. I was fortunate to have a goal literally land in my lap when I arrived at the University of South Carolina in 2001 and began learning, for the first time, about Professional Development Schools. That learning process gave me insights about school-university partnerships that helped launch my own professional endeavor to facilitate local, state, and national conversations about PDSs so that educators from a wide variety of settings could build upon their experiences to craft and sustain what I see as a critical component of today's educational landscape: the ability and willingness to work across the P-20 continuum to enhance the **professionalization** of education. The subsequent birth of the National Association for Professional Development Schools four years later gave me a solid platform from which to pursue this agenda. Through association conversations at the annual PDS National Conference, the development and dissemination of the association's journal and magazine, and multiple opportunities in the last ten years to visit PDS communities across the United States, I have seen the positive impact that the PDS initiative has had on teacher candidate and professional educator growth – and I have seen how fledgling relationships have blossomed into

impactful partnerships that make a genuine difference in student learning. It has been quite a ride!

One aspect of that ride which has meant as much to me as watching the PDS initiative itself grow has been the opportunity to develop professional and personal friendships through my association with the NAPDS. It is difficult to quantify the number of individuals I have been blessed to work with and get to know, although I often tell people, when the annual PDS National Conference rolls around, that I'm "off to visit with a thousand of my closest friends." That may strike folks as a bit of an exaggeration, but in all honesty I don't think it is. The people I have met through my work with the NAPDS have expanded my circle of friends from a small, but valuable and much valued, collection of individuals in South Carolina to a nationwide network of very dear colleagues who share my enthusiasm for PDS work and who never fail to invite me to spend time with them when our schedules allow. I don't dare name any names here for fear of leaving someone out, but you thousand friends know who you are!

Having had the honor of serving as the association's first president, it's very easy to acknowledge what I believe was the most significant achievement of my tenure: the initial building of the association itself. I was not around when the University of South Carolina began the PDS National Conference in Columbia, South Carolina, in the Spring of 2000, but I was there when the conference organizers decided to "go national" by moving the event to Orlando in 2002. And I was there when the murmur began to grow in conversations that typically began with, "You know, it's really nice that we can get together for four days every year to share our PDS experiences, but wouldn't it be nice if we could design a venue that would allow us to carry on that conversation for 365 days every year?" A group of about two dozen individuals from a bunch of different states took that question very seriously and set out on a two-year

journey to build something from nothing. And when that "something" was launched in Orlando in Spring 2005, we knew we had built an association that had the potential to significantly impact educational policy in the United States and, as we have learned in the last ten years, internationally as well. As an association, the NAPDS has made inroads toward that goal, but we have a long way to go.

So, what are my hopes for the future of the NAPDS? Just as I have continuously advocated for the necessity of "institutionalizing" PDS work as part of the day-to-day practices of the P-20 community (as opposed to seeing PDS efforts disappear like smoke when the grants run out), so, too, would I advocate for the NAPDS becoming more of an institutional entity on the educational landscape. The remarkable success of the association in the last ten years has been achieved, in part, because of the impressive commitment of a leadership team that is strictly voluntary in nature. We have no professional staff, we have no physical location, we have no meaningful budget. We are doing this work because we love this work, but all of us have "day jobs" which must be attended to and which often prevent us from making the kind of time and resources commitments that would allow the NAPDS to become the impactful player on the national scene that we all believe would be of great benefit to all. And so my hope is that we can find a way to turn that around, to make the NAPDS a genuine self-sustaining organization that is **the** go-to entity when policymakers ask, "Where should American education be heading?" Our collective work in the last ten years has given all of us some meaningful ideas for answering that question. Mr. President, Mr. Secretary, all you have to do is ask!

Bruce Field is a Department Chair & Professor in the College of Education at Georgia Southern University; he can be reached at bfield@georgiasouthern.edu.

President Elliott Lessen – 2nd President of the NAPDS



I am honored to be able to offer some thoughts on my years as president of the NAPDS and as a member of the leadership team for more than ten years. It has been quite the interesting journey moving from having no national organization solely showcasing the work of professional development schools to celebrating the 10th anniversary of the National Association for Professional Development Schools.

At the 2002 and 2003 PDS National Conferences, a group discussed the importance of PDS work and the lack of representation nationally. Following this discussion, a small group of professionals dedicated to the work of PDSs began to work collaboratively on this idea. Between 2003 and 2005, this group met in person and electronically to do the work that it took to form a national organization that would be a recognized entity with officers, by-laws, a logo, etc.

The thrill of being part of the nascent association has stayed with me over these last ten years. I have had the good fortune to be able to participate as a member of the leadership team and meet many wonderful PDS professionals.

I had the opportunity to serve two terms

in the role of president and then past-president. Among our foci at that time were:

- being vigilant about having both P-12 and college/university representation;
- developing a website for the association;
- adapting the by-laws that had been developed in a vacuum prior to March 2005 to meet the needs of the expanding association;
- working with the College of Education at the University of South Carolina as a co-sponsor for the PDS National Conference;
- developing the NAPDS Award for Exemplary PDS Achievement;
- ensuring that the magazine – *PDS Partners* (then a newsletter) would be published regularly;
- trying to ascertain how to start and sustain a journal that would become *School-University Partnerships*; and
- working to develop a statement about PDS work, that became *What It Means to Be a Professional Development School*, more commonly referred to as the *nine essentials*.

Each professional who is lucky enough to serve as president of the NAPDS writes a piece for both the magazine and the journal. I wrote from a source of pride in serving as president of the NAPDS. I was proud that the National Association for Professional Development Schools was the only national group devoted solely to the work of PDS partnerships and that our two publications were also about PDS work.

My sense is that the most meaningful part of what occurred while I was president was the Summit in the summer of 2007 and the Forum in the summer of 2008. The development of the *nine essentials* from the Summit allowed the association to have a Forum the following summer looking at the attendees' insights regarding how the *nine essentials* were being or could be used and how they could shape future work of

PDSs. From those efforts grew the NAPDS Award for Exemplary PDS Achievement. As past-president I assumed the role of chair of the awards committee that recognizes accomplishments of PDSs based on the *nine essentials*. The new Dissertation Research Award that was established last year, with our first recipient being recognized this year, is also based on the *nine essentials*. These *nine essentials* are not a recipe nor a checklist, but a guide to deeper thinking, discussion, and action about the improvement of student achievement. I was lucky enough to participate in their development and continued use as part of the leadership of the NAPDS.

A number of years ago, Garrison Keiler, on *Prairie Home Companion*, would sign off from Lake Wobegon – “where all the women are strong, all the men are good looking, and all the children are above average.” The challenges that we all face in today’s schools can be eased, and perhaps resolved to some extent, by school/university partnerships in their various forms. These types of partnerships may be among the most salient of solutions to our current dilemma as we all struggle with achievement testing, edTPA, common core, and whatever else looms on the horizon. I agree with Yogi Berra, who said “it is tough making predictions, especially about the future.” In my humble opinion, it may very well be that through the collaborative efforts of our partnerships and professional development schools that we will find Lake Wobegon...where all of the children will be above average. And wouldn't that be a great legacy for us all!

Elliott Lessen is the University Contract Administrator at Northeastern Illinois University; he can be reached at elessen@neiu.edu.

Donna Salsbury – 5th President of the NAPDS



When the National Association for Professional Development Schools was introduced at the 2005 Professional Development Schools National Conference, I immediately knew this was an association in which I wanted to be actively involved. Following the introduction and celebration, I sought out a colleague who was on the newly established leadership team and shared my desire to volunteer for

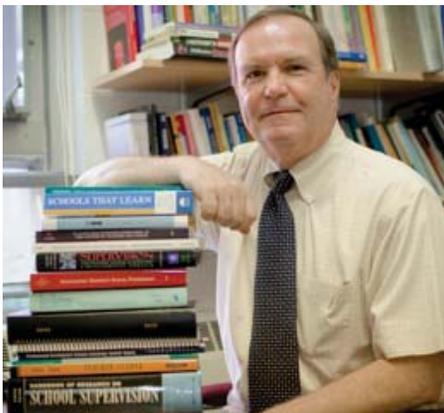
the NAPDS in any capacity. I so firmly believed in what this association would mean to the work that I and so many PDS professionals were engaged in; I wanted to provide whatever was needed to support the growth of the association and the breadth of its work.

Serving on the Board of Directors and then serving as President of NAPDS enabled me to connect with PDS professionals throughout the United States and beyond. It was truly amazing to learn from my fellow NAPDS Leadership Team members as well as from the membership of the NAPDS. Not only was my work in the Professional Development Schools Program in the Howard County Public Schools system enriched, but my own growth as a PDS professional and a leader was significantly enhanced. Different practices, values, and perspectives led me to be more educated to the endless possibilities in the work of PDSs and to promote and support this, both locally and nationally.

While I am no longer actively working in education, I continue my membership in and connection to the NAPDS. I continue to believe fully in the work of the NAPDS and the work of professional development schools. I look forward to learning what my NAPDS colleagues are finding through their research and practice and to the positive impact this makes on our current educators, our future educators, and our P-12 students. I maintain both professional and personal relationships with so many who I have met through the NAPDS and am so grateful for these relationships. NAPDS has truly enriched my life and I look forward to all that lies ahead for this amazing association and the membership!

Donna Salsbury was the former President of the NAPDS (2009-2012) and a member of the Board of Directors (2006-2009); she can be reached at donnacalabrese@hotmail.com.

Bernard Badiali – 6th President of the NAPDS



Let me begin by thanking Ron Siers, Jr., the capable editor of *PDS Partners*, for the invitation to contribute this essay. Along with the other past presidents of NAPDS, I was asked to address three questions. What has NAPDS meant to you personally and professionally? What was a significant achievement of your tenure as president? What is your vision for NAPDS in the future?

The National Association for Professional

Development Schools has been a significant professional organization in my journey as an educator. In this brief essay, I will attempt to explain why NAPDS has had such a positive impact on my career. In addition, I will describe my various roles in NAPDS and how they have influenced my work. At the invitation of the editor, I will also share a vision for the future of NAPDS.

A little personal history: As a high school English teacher who began his career in the early 70's, I quickly became aware of how ineffective so called "in-service" programs were. They were terrible because they were often irrelevant, top-down and disconnected from the context of my classroom. But unlike many of my colleagues, I resisted the urge to become cynical about the powerful potential "in-service programs" had for professional improvement. Despite the fact that each year some administrator or consultant came up with yet another silver bullet in

service program to "save" my school, I could see the potential for such programs for continuous improvement. I could also see the difficulties.

When the National Staff Development Council (NSDC) was formed in 1976, I was eager to participate. I joined NSDC in 1979. When I moved from teaching high school to teaching at the university level, I became the first president of the Pennsylvania Staff Development Council, a state affiliate of NSDC. Both of those organizations made good progress in transitioning traditional in-service programs to more progressive, coherent and relevant experiences for teachers and administrators. At some point in the early 80's, we stopped using the language of "in-service" to a new term, Staff Development. Not much later, workplace growth opportunities became known as "professional development programs."

The NSDC under the leadership of Dennis

Sparks and Stephanie Hirsch had a major influence on supporting professional development as a means for improving teaching and learning. The literature that NSDC produced had a significant impact on public education all across America. It made sense for me, as I transitioned into teaching at the university level, to look for opportunities to work with schools and teachers who believed that professional development was the key to better learning for kids.

In 1994, I was fortunate to become part of the National Network for Educational Renewal, an initiative begun by John Goodlad and his associates, to link professional development efforts with school and university partnerships. I was drawn to Goodlad's concept of "simultaneous renewal" of schools as well as teacher preparation programs. For more than ten years I worked with NNER representing Miami University and its partner schools in the greater Cincinnati area. But as time went on, the NNER became a very

exclusive group, not unlike the Holmes Group based in Michigan. Their exclusivity left virtually nowhere for other educators and their schools to engage in professional development through school university partnerships. Fortunately, for all of us, The University of Louisville and later the University of South Carolina sponsored an annual conference where all educators could convene to share and celebrate their accomplishments in professional development through partnerships. The National Association for Professional Development Schools was conceived as a result of those conferences and remains today the only inclusive organization for P-12 and college and university partnerships. The National Association for Professional Development Schools was born out of

a perceived need to create a common place for all educators who see their work embedded in collaborative school and university communities.

The NAPDS has been pivotal in the evolution of my career in that it has provided a space where classroom teachers, school administrators, college professors and others can come together as equals to share their discoveries and struggles as they work on the never ending mysteries of teaching and learning. I am proud to have served as Board Member and President of an organization whose values and purposes align so closely to my own.

“THE NATIONAL ASSOCIATION FOR PROFESSIONAL DEVELOPMENT SCHOOLS WAS BORN OUT OF A PERCEIVED NEED TO CREATE A COMMON PLACE FOR ALL EDUCATORS WHO SEE THEIR WORK EMBEDDED IN COLLABORATIVE SCHOOL AND UNIVERSITY COMMUNITIES.”

Wherever I have worked, I have supported collaborative participation in NAPDS. I have seen what can happen when school people and university people collaborate to marry the wisdom of practice with the wisdom of practitioners.

It seemed to me that what the NAPDS needed most during my tenure as president was more geographical representation, a means by which to find out where partnerships were flourishing and why, and a better means of organizational governance. I spent a great deal of time with the Board reforming the by-laws of the organization to bring more voices into the decision making process. Although quite young for a national organization, the PDS community was growing. I brought

an ambitious agenda to NAPDS including sanctioning affiliate chapters, creating the concept of an "A Team" that could respond to the needs of beginning partnerships, and achieving financial independence from the National Conference. Unfortunately, our reach exceeded our grasp during the year I was president.

It seems to me now that NAPDS is at a critical point in its evolution. The organization must be more nimble in its decision-making and more responsive to its membership. NAPDS must provide more support and assistance to all members as they endeavor to continue the challenging work of partnership. NAPDS

must have a more prominent voice in the National Conference. It must become more financially sound. It must continue to strive to emphasize the importance of the K-12 community in all activities and in all areas of the country.

I believe it is reasonable to achieve national prominence and more effective support

for membership if the Association hired an Executive Director who can move the organizations' agenda and provide continuity for the officers and Board members who volunteer their time to serve the NAPDS. In order to continue to be the premiere, inclusive organization for Professional Development Schools, the NAPDS needs a competent, committed and well-qualified individual to manage its affairs. Look at any successful national professional organization and you will see an Executive whose purpose it is to assist and support an ever-changing leadership team.

Bernard Badiali is an Associate Professor at Penn State University; he can be reached at bxb8@psu.edu.



Editors' Corner

Ron Siers, Jr., Salisbury University

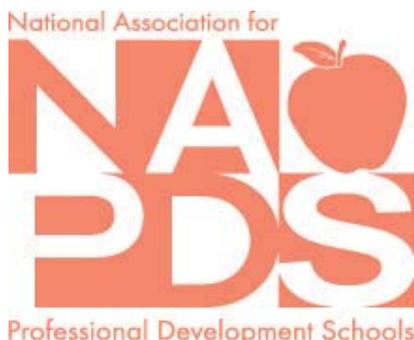
Cathy Ramey, Mardela Middle & High School

Jenny McFadden, Salisbury University

Our editorial team is excited to bring you this edition of PDS Partners. This is a special ten year anniversary edition of our magazine. Articles submitted and reviewed for this edition come from multiple presidents of the NAPDS. We hope that each of you enjoy the retrospective articles by your past presidents and the vision articulated by your current set of presidents.

We welcome your thoughts, comments, concerns, and ideas for our magazine and look forward to seeing you at the PDS National Conference in Atlanta, Georgia in 2015.

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Conference: Diane Yendol-Hoppey, University of South Florida

Membership: Krystal Goree, Baylor University

Policy & Governmental Relations: Vacant

Judy Beiter – 7th President of the NAPDS



The National Association for Professional Development Schools (NAPDS) serves as my ongoing lifeline of networked colleagues that spans local, state and national teacher preparation providers of shared interests, beliefs and goals. Active membership has brought me insight into commonalities and barriers each of us face in bringing quality into our personal ownership and responsibilities for teacher preparation. Conversations with such exceptional educators enhance my realization that we all have knowledge and expertise to bring to the table as well as exemplar sites to share. So, whether at an Institute of Higher Education (IHE) or out in one of the schools, each provider takes on the appropriate prescriptive role at the critical time of need respective of the teacher candidates individual learning schedules.

In fact, as a result of various roles I have experienced, I feel I can be a stronger advocate for many colleagues. Large university or small college settings, my interactions with deans, assistant deans, department chairs, supervisors and professors has provided me with background pertinent to higher education while getting a behind the scenes look at what transpires in these hallowed educational institutions. Yet, it is due to my daily work with large school systems and small school districts, superintendents, central office staff, principals, assistant principals, site coordinators, mentor teachers and teacher candidates that I am able to weave the needs of P-12 students with the meaningful experiences that teacher

candidates should engage in to gain a true sense of what it is like to teach.

Where else but with NAPDS can one find an appropriate venue to share thoughts and ponderings about negotiating the proverbial alphabet soup? TFA, Alt Prep, traditional and PDS, EdTPA, NCATE that merged with TEAC to form CAEP, now the accrediting body for so many of us, Race to the Top, waiver states, Common Core or as we say here in Maryland-MD CCRS, NCTQ, or private agencies that have financial backing but perhaps lack teaching experience... where else can one collect and contribute to differing perspectives and engage quality conversations around such topics as these that are followed by applicable proposals and/or action plans?

Common Core correlates learning to new mastery standards for every child and elevates learning requirements for teacher preparation programs to meet standards through increased rigor and cognitive engagement for both students and instructors. Common Core brings not only the standards but suggests new ways of planning for instruction, providing engaging instruction, and assessing students on newly developed assessment instruments. Of course, quick to follow is the most recent call for upgraded models of education across states and school systems. With the nature of how we as PDS partners collaborate to nurture initial teacher preparation and teacher leaders, NAPDS exemplifies readiness to support highly qualified teachers and teacher effectiveness.

The need for quality educators continues to increase and we work to meet our nation's demands so that we can prepare tomorrow's workplace to be competitive internationally. Together, we can prepare educators that have 21st century competencies, diversity and equity proficiencies, innovative pedagogical methods, and fluid skills in the integration of technology into instruction. Antiquated worksheets and rote memorization have been replaced with online social blogging

and interactive synchronous games. Schools are a training ground for a new educational reality.

The association serves as an advocate for the educational community that is dedicated to promoting the continuous development of relationships and to creating and sustaining genuine collaborative partnerships between P-12 Schools and Institutes of Higher Education. It functions as a collaborative unit to support and advocate for continuing partnerships across the P-12 Institute of Higher Education community as a center for the discovery and sharing of knowledge that shapes educator leadership and practice. No other association can claim to draw membership from both Institutes of Higher Education and school districts across the country.

The association provides a network of support as well as responders when another lens or advice is needed. We share the knowledge that PDS partnership involves a collaborative relationship with a college or university. The purpose of the PDS is to increase student achievement by providing professional development opportunities for pre-service interns, mentor teachers, other school faculty and college/university partners. It is in this partnership that the school, school system and college/university partners work together to provide resources to meet the school's identified improvement goals and objectives.

NAPDS continues to work with breadth and depth as we serve our membership in respective roles in preparing future educators. We welcome opportunities to join with other national groups in advocacy for leading the way in preparing effective educators.

Judy Beiter is the Manager of PDS Programs and IHE Cohorts & Partnerships in the Anne Arundel County Public Schools; she can be reached at jbeiter@aacps.org.

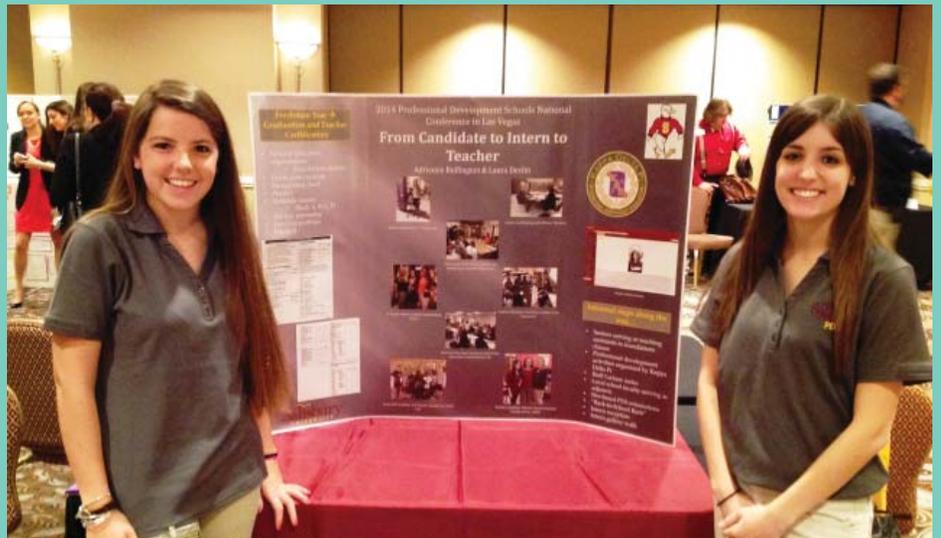
Cindy Stunkard – 9th President of the NAPDS



As my presidency comes to an end, it has been marked by tremendous change and growth. There have been six major events that contributed to a remarkable time as president. In no particular order these events marked my presidency: we will celebrate our 10th anniversary as the NAPDS at the conference in March 2015; the NAPDS has a brand new website; our School-University Partnership journal has moved to a digital format; the March 2015 conference in Atlanta, Georgia has the largest submission of proposals in many years; we unveiled a new membership structure; and the NAPDS became an independent organization after being incubated by USC.

Each of these events required many hours of planning and preparation, and for those who answered the call, I am so appreciative. As an all-volunteer organization, it speaks volumes to the dedication and focus of the individuals who tirelessly gave of their time to make each of these events possible. I look forward to continuing my involvement as I move to the past-president position and support the new leadership.

Cindy Stunkard is an Assistant Professor in the Department of Special Education at Kutztown University; she can be reached at stunkard@kutztown.edu.





get to work.



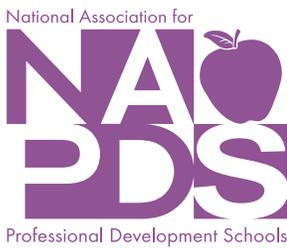
PDS Partners Call for Submissions

PDS Partners is published three times per year (Winter, Summer and Fall) by the National Association for Professional Development Schools (NAPDS). Past issues can be viewed at napds.org. Manuscript submissions are welcomed from all school, university and community constituents of Professional Development Schools (PDSs). Articles are typically narrative in style, co-authored by school-and-university-based teams, and address any aspect of PDS efforts. All articles are reviewed by the senior editor, assistant editor and appropriate section editors. Current sections of the magazine include "Interns and the Internship," "PDS Partners and Partnerships," "PDS Researchers and Research," "PDS Inquires and Ideas," "Professional Development and PDS," and "PDS and Alternative/Community Settings." Submission of an article indicates that the authors have not submitted substantially similar reports to any other publication.

Complete Submission Guidelines can be found at www.napds.org

Submissions and inquiries can be made to the magazine's senior editor, Ron Siers, Jr. at rrsiers@salisbury.edu.

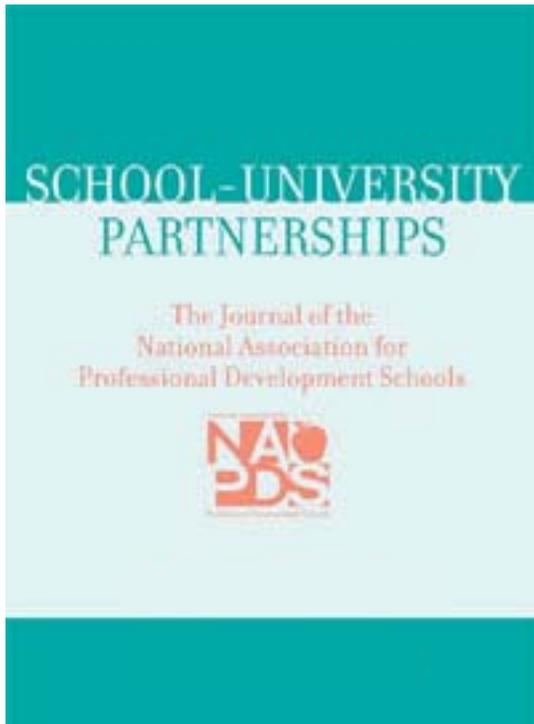




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School-University Partnerships Submissions

Kristien Zenkov, Senior Editor, George Mason University

School-University Partnerships is committed to advocating for collaborative ventures across the PreK-12 and college and university communities as vehicles for the discovery and sharing of knowledge that shapes educational best practices. Honoring the voices of both school-based and university-based educators is central to the mission of the National Association for Professional Development Schools (NAPDS), and *School-University Partnerships* seeks manuscripts that represent partnerships across stakeholders. The journal strongly encourages submissions that reflect collaborative partnership initiatives. Submissions may focus on (but are not limited to) original school-university research designed and implemented collaboratively, descriptions of effective pedagogies and content delivery in PDS contexts, explanations of successful partnership models and structures, examples of measures of assessment and results of evaluative processes, and analyses of the professional development of all constituents involved with school-university partnerships.

Complete Submission Guidelines can be found at www.napds.org.

Submissions and any inquiries regarding past submissions can be made to: supjournal@gmail.com



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